

RIDGELAND MIDDLE

Bees Creek Road
Ridgeland, S. C. 29936

GRADES 5-8 Middle School

ENROLLMENT 641 Students

PRINCIPAL Dr. Kenneth Jenkins 843-717-1400

SUPERINTENDENT Dr. William Singleton 843-717-1100

BOARD CHAIR Patricia Walls 843-784-2849

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	3	24	7

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 9 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

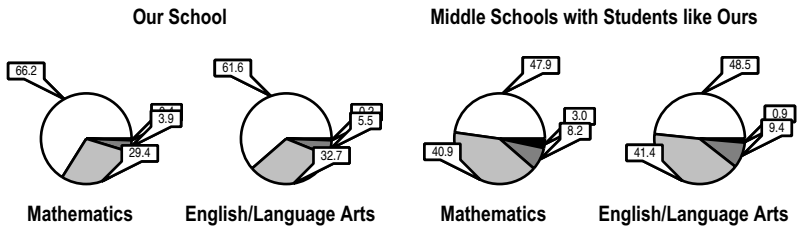
FOR MORE INFORMATION, VISIT WEBSITES AT:




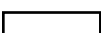
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	41	153	98
Percent satisfied with learning environment	34.1%	48.7%	45.8%
Percent satisfied with social and physical environment	27.8%	48.3%	44.2%
Percent satisfied with home-school relations	10.8%	79.2%	43.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	623	97.3	61.6	32.7	5.5	0.2	5.6	17.6
Gender								
Male	312	95.5	67.7	28.5	3.8	N/A	3.8	17.6
Female	311	99.0	56.1	36.5	7.0	0.4	7.4	17.6
Racial/Ethnic Group								
White	90	95.6	46.2	50.8	3.1	N/A	3.1	17.6
African-American	502	97.6	63.5	30.1	6.1	0.2	6.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	30	96.7	66.7	33.3	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	537	98.0	59.5	34.0	6.3	0.2	6.5	17.6
Disabled	86	93.0	75.7	24.3	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	623	97.3	61.5	32.8	5.5	0.2	5.7	17.6
English Proficiency								
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	614	97.2	61.0	33.1	5.6	0.2	5.8	17.6
Socio-Economic Status								
Subsidized meals	403	96.8	63.4	32.1	4.2	0.3	4.5	17.6
Full-pay meals	215	98.1	58.1	34.0	7.9	N/A	7.9	17.6

Mathematics								
All students	623	99.7	66.2	29.4	3.9	0.4	4.3	15.5
Gender								
Male	312	100.0	68.8	26.4	4.8	N/A	4.8	15.5
Female	311	99.4	63.6	32.5	3.1	0.7	3.8	15.5
Racial/Ethnic Group								
White	90	100.0	53.8	38.5	7.7	N/A	7.7	15.5
African-American	502	99.6	67.5	28.4	3.7	0.4	4.1	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	30	100.0	70.8	29.2	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	537	99.8	62.3	32.7	4.6	0.4	5.0	15.5
Disabled	86	98.8	90.9	9.1	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	623	99.7	66.0	29.7	4.0	0.4	4.3	15.5
English Proficiency								
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	614	99.7	66.0	29.6	4.1	0.4	4.5	15.5
Socio-Economic Status								
Subsidized meals	403	99.8	66.9	30.0	3.1	N/A	3.1	15.5
Full-pay meals	215	99.5	64.2	29.0	5.7	1.0	6.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	130	N/A	54.3	41.7	3.9	N/A	3.9
	Grade 6	147	N/A	69.1	24.5	5.0	1.4	6.5
	Grade 7	171	N/A	63.1	32.1	4.8	N/A	4.8
	Grade 8	142	N/A	67.1	27.1	5.0	0.7	5.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	156	95.5	60.0	32.6	7.4	N/A	7.4
	Grade 6	153	97.4	62.9	28.8	7.6	0.8	8.3
	Grade 7	146	97.3	59.5	37.3	3.2	N/A	3.2
	Grade 8	168	98.8	63.7	32.5	3.8	N/A	3.8

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	130	N/A	71.4	23.8	4.8	N/A	4.8
	Grade 6	147	N/A	66.7	27.7	5.0	0.7	5.7
	Grade 7	171	N/A	82.7	14.9	2.4	N/A	2.4
	Grade 8	142	N/A	68.8	26.2	5.0	N/A	5.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	156	98.7	59.4	34.8	5.1	0.7	5.8
	Grade 6	153	100.0	63.2	30.8	6.0	N/A	6.0
	Grade 7	146	100.0	67.2	28.1	3.9	0.8	4.7
	Grade 8	168	100.0	74.1	24.7	1.3	N/A	1.3

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 641)				
Students enrolled in high school credit courses (grades 7 & 8)	8.2%	Up from 0.0%	6.3%	14.4%
Retention rate	0.2%	Down from 2.7%	3.0%	2.3%
Attendance rate	92.8%	Down from 94.1%	94.6%	95.2%
Eligible for gifted and talented	3.0%	Down from 3.2%	6.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.2%	Down from 12.2%	16.9%	14.1%
Older than usual for grade	7.3%	Up from 5.9%	7.4%	4.9%
Suspended or expelled	0.3%	Down from 1.4%	2.5%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	42.9%	Up from 42.4%	44.3%	47.1%
Continuing contract teachers	65.7%	Up from 51.5%	76.9%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	59.4%	Down from 62.3%	79.7%	84.3%
Teacher attendance rate	92.9%	Down from 93.9%	94.1%	95.0%
Average teacher salary	\$38,789	Up 17.9%	\$38,859	\$39,924
Prof. development days/teacher	12.2 days	Up from 11.7 days	11.2 days	10.7 days

School				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio	18.1 to 1	Up from 11.0 to 1	19.8 to 1	21.0 to 1
Prime instructional time	82.1%	Down from 91.5%	87.1%	88.9%
Dollars spent per pupil*	\$5,318	Up 9.2%	\$6,386	\$5,854
Percent spent on teacher salaries*	62.6%	Down from 64.2%	60.2%	62.0%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	69.8%	Down from 99.0%	87.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ridgeland Middle School continues to implement the "Making Schools Work" Reform Model and developed a restructuring plan to support the school's mission of improving student achievement in the core curriculum areas. There are several phases to the school's reformation. PACT and the performance series diagnostic tests data were used to reveal areas of strength and weakness in math and reading and to develop individual diagnostic reports during phase II. All students scoring below basic on PACT math and ELA received an Academic Assistance Plan. Parents were made aware of their child's individual plan through conferences. Several events, including PACT Parent Night, were held to keep parents abreast of strategies implemented to assist student progress.

Indicators from various data collected led to many changes in the school's curriculum and operating procedures. A "before school" reading program was implemented. \$30,000 + was spent to purchase novels and a variety of interest area books for classroom libraries. Student's knowledge was tested through contests between grade levels and student competitions. To further promote achievement in reading, students received weekly-computerized instruction using Cornerstone Reading Laboratory. To ensure effective instruction, teachers received training on newly acquired materials, software, and methods to interpret student reports. River Deep Destination Mathematics (K-12) Laboratory software, which includes Algebra units, was installed for tutorial instruction. Additionally, the school's schedule was enhanced to include a PACT tutorial period for students scoring below basic, and an enrichment period was provided for students scoring basic or above.

The staff persevered by working harder and participating in numerous workshops, conferences, and training programs on and off site.

In addition, the school improvement council was reorganized. The council worked closely with the school's instructional/administrative staff, students, PTSA, and the community to improve student achievement.

Dr. Kenneth Jenkins, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.